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ABSTRACT

This report presents a plan for the evaluation of a handicap program as it was implemented at the Los Angeles Community College District (LACCD) in 1977-79. Introductory material notes some of the other publications that deal with the evaluation system used in the LACCD and discuss the implementation of the 1977-79 plan. The next sections of the report highlight the LACCD's overall educational philosophy and its philosophy regarding handicap programs; provide information on the handicapped population to be served by the district, including a breakdown of handicapped student enrollment by disability; present goals for six program areas (i.e., special facilities, special education materials, educational assistance, mobility assistance, transportation, and program development services); and review proposed services and programs. The report provides a summary of the programs and services for the handicapped offered at each college by disability category (i.e., communication, physical, and learning disability); sample student intake forms; a summary of proposed program and service areas; and a review of evaluation procedures. A management and evaluation plan is also presented, identifying the target group, the task to be performed, how the task will be measured, the date of completion, degree of accomplishment, and comments. This section includes a timeline for evaluation of activities. A bibliography is appended. (HB)

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HANDICAP PROGRAM
MANAGEMENT AND EVALUATION
COMPREHENSIVE PLAN
FOR THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
FOR THE FISCAL YEARS 1977-79

by

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Programs and Services for the Handicapped
Los Angeles Community College District

JC 850 379

An introductory paper that gave a brief description of what this Evaluation plan was to become was presented by Victoria Richart (then Victoria Schmoeller) and Dr. Donald L. Kester at the 1977 annual conference of the California Educational Research Association. That introductory paper is in the ERIC system; its access number is ED 148 451.

Two other papers that directly relate to this current one are also already in the ERIC system. Those access numbers are: ED 224 508 and ED 247 977. A fourth paper entitled, "Why Has This Evaluation System Been So Successful For So Long (eight years)?...," has just recently been submitted to ERIC for possible inclusion. (Please see the Bibliography for more information.)

ACKNOWLEDGMENTS

Appreciation is extended to Dr. Donald L. Kester, consultant, Program Evaluation, Audit and Research of the Los Angeles County Office of Education, Downey, California, for his expertise and guidance which enabled the evaluation plan writing team to develop the Handicap Management and Evaluation Comprehensive Plan presented in part IX of this paper.

Appreciation is also extended to Dr. Ray Pitts (now retired), who was at the time of the planning of this evaluation system, the Dean of Academic Affairs, Office of the Chancellor, California Community Colleges, Sacramento, California. Thanks to Dr. Pitts for the valuable recommendations he gave to the evaluation plan writing team.

Appreciation is also extended to the district's nine college-level coordinators of Handicap Programs for their able involvement in developing the comprehensive plan presented herein. They are the ones who became heavily involved in revising the plan to make it especially applicable to each of their colleges. The management and evaluation plan presented in this paper, beginning on page 32, was implemented over two succeeding academic years; i.e., 1977-78 and 1978-79. Over those two years of implementation the college coordinators were:

TABLE A

HANDICAP COORDINATORS BY COLLEGE DURING THE FIRST TWO EVALUATION PLAN IMPLEMENTATION YEARS, 1977-78 AND 1978-79

College	Handicap Coordinator
East Angeles	Jack Oliver
Los Angeles City	Chadwick Woo, Jr.
Los Angeles Harbor	Steven Harshfield
Los Angeles Mission	Jack Kearney (1977-78) and Sally Smith (1978-79)
Los Angeles Pierce	Jim Lagerstrom
Los Angeles Southwest	Henryette Fisher
Los Angeles Trade-Tech	Ronnie Fisher
West Los Angeles	Burton Amos

Recognition and gratitude must also be extended to certain district administrators for their early and on-going support of the effort to develop the Handicap Program's Evaluation System. In 1977-78 these supportive district administrators were: Dr. William D. Allen, director, Career and Occupational Education (now retired); Dr. John T. McCuen, vice chancellor, Educational Planning and Development (now Superintendent/President, Long Beach City College); and Dr. Leslie Koltai, chancellor, Los Angeles Community College District.

Finally, the members of the Board of Trustees deserve mention. In 1977-78 they were: president, Arthur H. Bronson; vice president, Wallace Albertson; and members: Gwen Moore; J. William Orozco; Ralph Richardson, Ph.d.; Monroe F. Richman, M.D.; and Rick Tutle, Ph.D. In 1978-79 there was a change at the president and vice president levels. Those changes were: president, Wallace Albertson; and vice president, Marguerite Archie.

INTRODUCTION

This paper is directly related to three earlier papers that are already in the ERIC system and to a number of papers that are currently "in press." The earliest paper in this series as mentioned on the title page, was entitled, "This Model Management and Evaluation System of a Large $1.5 Million Program for Handicapped Students in All Nine Los Angeles Community Colleges Provides Both Cost Benefit Analysis and Program Quality Information" (in ERIC ED 148 451). Written in 1977, that initial paper provided an overview of the evaluation plan; that is, examples of goals and objectives as initially written. It was, therefore, a description what was hoped would happen in the future. As it turned out, implementation was successful.

The second ERIC paper that is directly related to this one was entitled, "Showing Off What We Do and How Well We Do It: or How The Child Development Center a Program at Nine Los Angeles Community Colleges Demonstrates Accountability" (in ERIC ED 224 508). Written in 1982, that second paper provided a record of the progress that was made as a result of applying the same management-by-objectives (MBO) approach used to build the district's Handicap Evaluation Plan to the district's Child Development Centers Program.

The third ERIC report that is directly related to this one was placed in the ERIC system in 1984. The title of that paper was, "Possible Reasons for the Successes and Difficulties Involved in the Development and Attempted Implementation of a Counseling Evaluation Plan for Nine Colleges of the Los Angeles Community College District" (in ERIC ED 247 977). In that third paper is a description of the progress and/or lack of progress that was made when the MBO approach that was so successful with the handicap program was attempted for the district's counseling program. As described in that paper, the handicap program's evaluation system turned out to be the most successful and the counseling program's evaluation system the least successful. This difference of success rates among three student service programs (Handicap, Child Development, and Counseling) in operation in the same district prompted a search for the reasons why. That search resulted in the writing of the 1984 paper mentioned above and another one written in 1985 and entitled, "Why Has This Comprehensive Evaluation System Been So Successful For So Long (eight years)?..." While the 1984 paper is already in ERIC the 1985 one has only recently been submitted.

In the 1984 paper, the differential success rates were examined in the light of: (1) three organizational factors that varied between the three programs, the way the different programs (2) resisted innovation and had (3) a readiness for innovation. In the 1985 paper, the hypothesized reasons for the different success rates included the main three used in the 1984 paper but, also included two more. Included in the 1985 paper is (4) an "invented here" factor and (5) a measure of "trust" factor. (Please see the Bibliography for more information.) These latter two factors were gleaned from journal articles while the first three came from a monograph entitled, "Diagnosing A School's Readiness For Change: What To Look For When Starting An Innovation," (Bell, Wyant, and Schumuck, 1979).

Because by definition an evaluation system includes the existence of an evaluation plan that lists the goals and objectives of the program and an evaluation report that states the results of the program over the last year or two in terms of which program objectives were attained and which were not; the current writers plan to place examples of the handicap evaluation plans and handicap evaluation reports that have been produced over the last eight years, 1977-85.

This current paper, "Handicap Program Management and Evaluation Comprehensive Plan For The Los Angeles Community District For The Fiscal Years 1977-79" is, of course, an example of the evaluation plans that were used to guide the program. This plan is unique in the sense that it was the first evaluation plan in this series that was written and implemented. This plan included six areas, thirteen area components, and 110 program objectives.

There was a major revision between the first evaluation plan (1977-79) with 110 objectives and the second evaluation plan (1980-82) with 66 objectives. Because of the major change, both the first and second evaluation plans are being submitted to ERIC. Another major change in the evaluation plan came with the 1985-86 revision. The plan for 1985-86 will also be submitted. If accepted, these three plans will show a progression toward improvement and refinement in evaluation plans for the Handicap program. These three will stand as good examples of the major plans that have been in use over the last nine years.

What follows next is the first major evaluation plan (with all 110 objectives) as implemented over the two years of 1977-79.

TABLE OF CONTENTS

PAGE

I. Philosophy 1

II. Population to be Served 2

III. Program Goals. 3

IV. Proposed Programs and Services FY 1977-78. 4

V. College Summary of Programs and Services 7

VI. Student Intake Form: Program Eligibility (per AB 77). . . 28

VII. Summary of Program Areas 30

VIII. Evaluation procedures. 31

IX. Management and evaluation Plan 32

- A. Special Facilities. 33
- B. Special Education Materials 39
- C. Special Education Assistance. 41
- D. Mobility Assistance 59
- E. Transportation. 63
- F. Program Developmental Services. 64
- G. Time Lines. 76

X. Bibliography 85

I. PHILOSOPHY

LOS ANGELES COMMUNITY COLLEGE DISTRICT'S PHILOSOPHY

EDUCATIONAL PHILOSOPHY. It is the conviction of the Los Angeles Community Colleges that each individual should have the opportunity to develop to his greatest potential. To that end, it is the function of the colleges to provide, for the members of the community, learning experiences which will assist them to live effectively as workers, family members, and citizens.

The functions of the Community Colleges are:

1. OCCUPATIONAL. An occupational education program planned to offer the student basic, business, technical, and professional curricula to develop skills which can lead to employment and job advancement.

2. TRANSFER. A college transfer program which enables the students who complete two years of study to continue upper division (third year) work at accredited four-year colleges and universities.

3. GENERAL EDUCATION. A program of general education comprised of planned experiences which develop knowledge, skills, and attitudes necessary for the student to be effective as a person, a family member, a worker, and a loyal citizen.

4. GUIDANCE. A guidance program incorporating vocational, educational, and personal counseling to assist the student in the selection and pursuit of a life work compatible with his interests, aptitudes, and abilities.

5. COMMUNITY SERVICES. A program of community services offered to meet the cultural, educational, and vocational needs of the community.

6. CONTINUING EDUCATION. A program of continuing education comprised of graded and ungraded classes to provide opportunities for personal and occupational competence that supplement formal full-time college attendance.

LACCD'S HANDICAP PROGRAMS PHILOSOPHY

In keeping with the Districtwide philosophy, the Handicap Programs of the Los Angeles Community Colleges will insure within the limits of their resources, that those handicapped students attending the colleges are provided with equal access both physical, academic, and attitudinal to the educational opportunities offered Districtwide. Support services and programs will focus on the integration of the disabled students into the regular college programs.

II. POPULATION TO BE SERVED

The Los Angeles Community College District serves a general population of 4,000,000 in Los Angeles County in an area of 882 square miles. The District is half the size of Los Angeles County. There are currently 140,000 students inrolled in the District's nine colleges which serve the city's center, (Los Angeles City College, Los Angeles Trade Technical College) the east side (East Los Angeles College) the harbor area (Los Angeles Harbor College) the west side (West Los Angeles College) the heavily populous San Fernando Valley (Los Angeles Valley College, Los Angeles Pierce College, Los Angeles Mission College) and south central Los Angeles (Southwest College).

Precise identification of the handicapped population in Los Angeles County is difficult if not impossible. Reasonable approximation, however, can be made. The California State Department of Rehabilitation has estimated that there are some 800,000 unemployed handicapped individuals between the ages of 18 and 64 in Los Angeles County. Of these, it is estimated that 100,000 could benefit in some way from academic-vocational education and rehabilitation training, and that some 50,000 will at some point obtain training.

Since the Los Angeles Community College District encompasses approximately one half of the total Los Angeles County population, there are within our boundaries an estimated 25,000 handicapped individuals who could benefit from community college education, training, services and resources. While this number is perhaps too large to be realistic in terms of potential students, it does indicate a large population concentration of clients with specific needs which could be fulfilled by community college programs in vocational education, skill training, and job placement.

During the Fall semester, 1976, our computer printout showed approximately 15,000 categories of handicaps in students registered in the Los Angeles Community College District. Within those 15,000 categories there were 2,211 students receiving direct services form the programs for the handicapped established at each college. Following is a breakdown of the Fall 1976 handicapped student enrollment by disability in the LACCD.

Vision Deficit	199
Orthopedic Deficit	966
Hearing Deficit	313
Speech Deficit	66
Neurological Deficit	35
Developmental Deficit	58
Other Health Deficit	574
TOTAL	2,211

For the 1977-78 school year an approximate 15 to 20 percent increase in handicap enrollment is expected.

Specific breakdown per college preceeds each college's comprehensive plan.

III. PROGRAM GOALS

There is at least one program goal for each program area. Each area corresponds to a budget category as previously described.

The goals are:

AREA A

SPECIAL FACILITIES.
The Districtwide Handicap Programs shall insure equal physical access to the educational opportunities offered by the District for all eligible handicap students by providing adequate space, special equipment and/or furniture, and removing identified architectural barriers.

AREA B

SPECIAL EDUCATION MATERIALS
The Districtwide Handicap Programs will insure equal academic access to all eligible handicapped students by providing special education materials as needed.

AREA C

EDUCATIONAL ASSISTANCE
The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

AREA D

MOBILITY ASSISTANCE
The District's Handicap Programs will insure physical equal access to the educational opportunities offered at the District for all eligible handicapped students through the provision of designated personnel or equipment to assist those students to move about efficiently in the educational setting on campus.

AREA E

TRANSPORTATION
The District's Handicap Programs will conduct a feasibility study to determine the cost and benefits of providing transportation to and from all nine colleges to eligible handicapped students.
Selected Handicap Programs within the District will put forth pilot transportation cost and benefit data.

AREA F

PROGRAM DEVELOPMENTAL SERVICES
The District's Handicap Programs will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will implement the provisions of Education Code Section 18151.

IV. PROPOSED SERVICES AND PROGRAMS

SPECIAL PROGRAMS

The Fall of 1974 marked the first widespread efforts of the LACCE to inaugurate special programs and services. In many cases, excellent programs were already in existence with limited funding, but new funding allowed more handicapped students greater access to the community colleges. In order to limit the amount of funds required for necessary structural modification, colleges have agreed that certain steps be taken to determine costs and priorities. Included is the agreement that certain colleges specialize in particular programs.

While promoting greater awareness among college personnel and the community of the needs of handicapped students in general, and while providing a wide range of special services to all handicapped students, the Enablers have also developed pilot programs and services for particular disabilities. The idea behind this project is to expand the pilot programs to all colleges on a limited basis.

Specialization will not restrict a student's freedom to attend any college, but it is expected that students with particular disabilities will naturally gravitate to the campuses with outstanding programs serving those disabilities. Under this system of Districtwide planning, each major disability will be served through a first-class program by at least one District college.

1. CITY specializes in programs for the visually impaired, with services to orthopedically impaired and speech impaired students. Specialization in programs for the visually impaired at City was easily facilitated as City is adjacent to the Braille Institute.

2. EAST specializes in speech impairment programs, with other services to the hearing impaired, health impaired and others. The basis for an excellent program for the developmentally disabled already exists at East.

3. HARBOR specializes in programs for the orthopedically handicapped with great emphases on the severely disabled.

4. MISSION, during the 1977-78 school year will develop a learning disabilities program which will not require major architectural modifications. As soon as a permanent campus is acquired, Mission will expand its services to the physically disabled.

5. PIERCE specializes in programs for deaf and/or hearing impaired students, with support services to orthopedically impaired, blind, and other disabled students. Pierce is located near California State University, Northridge, which has an outstanding program to train professionals to work with the deaf and maintain close liaison with them.

6. VALLEY specializes in programs for orthopedically handicapped students, with services to the hearing impaired, visually handicapped, speech impaired, and most other disabilities. Valley already has an excellent program for the orthopedically handicapped and has made great progress toward providing additional services for persons otherwise handicpped. A job readiness and placement program is in the developmental stage.

7. SOUTHWEST has implemenced a program for deaf and/or hearing impaired students primarily from South Central Los Angeles. Special classes are offered for students to aid them in succeeding in their regular integrated classes. The college is in the process of building up its program to better serve all disabilities.

8. TRADE-TECH specializes in programs for the deaf and/or hearing impaired, with excellent services to most disabilities. Many handicapped students are now actively enrolled in numerous vocational and academic courees. This college houses one of the most outstanding Nurses Aide and LVN programs for the totally deaf in the world. In 1976, the first 5 totally deaf nurses in the world graduated from Trade-Tech.

9. WEST has been serving several disabled groups on a limited basis and is expected to specialize in learning disabilities. As soon as permanent buildings are completed, West will expand its services to the physically disabled.

The agreements on college specialization were made for long-term programs, but because immediate structural modifications are being made to provide greater access to handicapped students on all our campuses, we expect that strong services for all disabilities will be provided equally.

SERVICES AT THE DIFFERENT COLLEGES

These services differ according to the resources available on any given campus, and on the individual needs of the disabled students involved. These services include:

1. On-Campus Services

    Academic Counseling
    Personal Counseling
    Vocational Counseling
    Interpreter Services
    Job Placement
    Mobility Assistance
    Mobility Orientation
    Peer Counseling
    Test/Evaluation
    Testing Assistance
    Peer Tutoring
    Individual Tutoring
    Registration Assistance
    Reader Services
    Transcribing Services
    Lecture Note Taking
    Speech Therapy
    Adaptive Physical Education
    Resource Room Supplementary-Learning Experiences
    Campus Resources Coordination
    On Campus Transportation
    Clubs and Organization for Disabled Students
    Inservice Training for College Staff and Faculty
    Student Activities and Recreational Programs

2. Special Facilities

Elevator Keys
Braille Trails
Special Services Center
Removal and/or Modification of Campus Buildings and Facilities
Special Library and Learning Center Facilities
Special Equipment
Special Materials
Special Parking

3. Community Activities

Public and Private Agencies and College Coordination
Job Market Analysis
Job Development
Job Placement
News Releases and Related Publicity
Coordination of Off-Campus Transportation
Recruitment Efforts
Referrals to Off-Campus Agencies and Services
Handicap Population Survey
Community Needs Assessment
Clubs, Committee and Boards Participation
Awareness Training Programs

V. COLLEGE SUMMARY OF PROGRAMS
AND
SERVICES FOR THE HANDICAPPED

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

COMMUNICATION DISABILITY

I. GENERAL -- Communication disability means a limitation in the processes of speech, language, or hearing. Included in this catagory are the hearing impaired - deaf and hard of hearing - and the speech impaired. Both supportive services and special classes are needed to enable communications handicapped persons to participate in Community College programs. Specific objectives for service to the communications handicapped and the District locations at which they will be provided are as follows:

A. Specialized Counseling: Specialized counseling by a counselor who has communication skills in American Sign Language, and who is knowledgeable of the special problems caused by the hearing impairment as it relates to academic, vocational, and personal needs.

B. Specialized Assessment and Individualized Plans: Student needs and potential are assessed and prescriptive plans are written to match. Such activities will also be coordinated with the Department of Rehabilitation when appropriate.

C. In-Service Training: Provide in-service training as necessary to faculty, staff, and students.

D. Job Development and Placement: Provide for job preparation and placement in or outside the college.

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
I.									
A.		X			X	X	X	X	
B.	X	X	X	X	X	X	X	X	X
C.	X	X	X	X	X	X	X	X	X
D.	X	X	X		X	X	X	X	X

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

COMMUNICATION DISABILITY (Cont')	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
E. Interpreting Services: Provide interpreting services as necessary to assist hearing handicapped in registration, enrollment, classes, etc.		X			X	X	X	X	
F. Research and Development: Provide research and development, including curriculum development, to assist in the improvement of existing programs and services for the communications handicapped, as well as the development of new and innovative programs. Professional members of the deaf community will be employed to assist in the development of curriculum.	X	X	X		X	X	X	X	X
G. Speech and Language: Provide on-site speech therapy responsive to student needs through individual and/or group methods or by referral.	X	X	X		X	X	X	X	X
H. Other Supportive Services: Provide other supportive services as required for communications handicapped students including --									
1. Notetaking	X	X	X	X	X	X	X	X	X
2. TTY		X			X		X	X	X
3. Curriculum adaptation (when needed)	X	X	X	X	X	X	X	X	X
4. Media development (when needed)	X	X	X	X	X	X	X	X	X
5. Consultant services for research and development (when needed)	X	X	X	X	X	X	X	X	X
6. Tutoring	X	X	X	X	X	X	X	X	X
7. Testing assistance	X	X	X	X	X	X	X	X	X

COMMUNICATION DISABILITY (Cont')

II. SPECIAL PROGRAMS AND CLASSES --

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
A. Special Education. Reading Clinic for the Hearing Impaired: This course provides opportunities for hearing impaired students to improve their English reading skills. It will develop their reading speed, comprehension and interpretation. It will enforce their writing ability and familiarize students with the reading requirements at the college level. The class will meet 5 hours per week and 3 units of credit are available.					X	X	X		
B. Special Education. English for Hearing Imparied Students: This course assists the student who is hearing impaired with upgrading English language skills on an individualized basis. The class meets for 5 hours per week (3 hrs. lecture, 2 hrs. TBA) and 3 units of credit are available.					X		X		
C. Special Education. Developmental Study Skills for the Hearing Impaired Student: This course provides class and individual instruction in the improvement of general study skills techniques. Emphasis is also placed upon vocabulary building and work toward improving the organizing of ideas and facts into logical and usable forms for deaf and hearing impaired students. The class meets 3 hours per week and 3 units of credit are available.					X				

COMMUNICATION DISABILITY (Cont')

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
D. Special Education. Practical Math for the Hearing Impaired: This course provides individualized instruction in all levels of mathematics from basic computing to college algebra. Using each student's entering math knowledge as a base and depending upon his/her ability, needs, and goals, student and teacher mutually set reasonable but challenging goals of accomplishment for the semester. The class meets 5 hours per week (3 hrs. lecture, 2 hrs. lab) and 4 units of credit are available.					X		X		
E. Special Education. Personal and Vocational Counseling for the Hearing Impaired: This course is designed to assist hearing impaired students in assessing goals, assets, and opportunities in the establishment of their vocational or academic careers. The class meets 3 hours per week and 3 units of credit are available.		X			X	X	X		
F. Special Education. American Sign Language II: This course studies in depth the structure of American Sign Language as used by deaf adults. The course provides the deaf student with techniques, vocabulary, reading ability, and the development of speed in the AMSL. The class meets 5 hours per week and 4 units of credit are available.					X	X	X	X	X

Valley: Non Credit - Through Community
Services.

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

COMMUNICATION DISABILITY (Cont')

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
G. Special Education. Theater of the Deaf: This course develops the performing skills used in theater of the deaf and provides a medium for theatrical performances for the deaf. The class meets 3 hours per week and 3 units of credit are available.					X				
H. Speech Clinic for the Hearing Impaired: This course assists hearing impaired students in developing and improving their speech patterns through intensive training. The class meets 3 hours per week and 1 unit of credit is available.					X		X		
I. Law Inforcement for the Hearing Impaired: This course is designed to provide basic information on the judicial process and the role of law enforcement as it relates to the deaf community. It will focus on emergency life support services, home safety and their rights and obligations. Non-credit class offered 3 hours per week for 16 weeks.					X		X		
J. Marriage, Family, and Interpersonal Relations for the Hearing Impaired: Deals with needs and problems of deaf persons in reference to mate relation, marriage adjustment, family patterns, and interpersonal relations. Group and individualized counseling.					X				

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

PHYSICAL DISABILITY	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
I. General -- Physical disability means a disability attributable to vision, mobility, orthopedic, or other health impairments. II. VISUALLY HANDICAPPED -- Visual limitation means blindness or partially sighted to the degree it impedes the learning process, and necessitates procurement of supportive services or programs to enable students to participate in the educational process. Specific objectives for service to the visually handicapped and the District locations at which they will be provided are as follows:									
A. Specialized Counseling: Provide site capability for specialized counseling by a counselor who is knowledgeable of the special problems caused by visual impairment or blindness as it relates to academic, vocational, and personal needs.	X		X					X	
B. Career and Vocational Counseling and Placement:	X		X					X	
C. Specialized Assessment and Individualized Plans: Student needs and potentials are assessed and prescriptive plans are written to match. Such activities to be coordinated with the Department of Rehabilitation as appropriate.	X	X	X		X	X	X	X	X

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUHITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

PHYSICAL DISABILITY

II. VISUALLY HANDICAPPED (cont')

D. Individualized Services: Provide individualized services to visually impaired or blind students as required. Coordinate services with community resources to avoid duplication. Among services to be proveded are:

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1. Note takers, readers, tutors.	X	X	X	X	X	X	X	X	X
2. Transcribers	X							X	
3. Recordings	X		X		X			X	
4. Mobility assistance	X	X	X	X	X	X	X	X	X
5. Mobility instruction	X								
6. Special equipment such as braillers, large print typewriters, etc.	X				X			X	X
7. Testing assistance	X	X	X	X	X	X	X	X	X
8. Housing assistance	X							X	
E. In-Service Training: Provide in-service training to faculty and staff and instruction to sighted students to facilitate integration of visually impaired students into mainstream classes.	X	X	X	X	X	X	X	X	X

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

PHYSICAL DISABILITY

II. VISUALLY HANDICAPPED (cont')

F. Special Classes and Programs:

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1. Special Education 28A Braille - This a basic course in Braille, assisting in teaching the alphabet, numbers and punctuation, providing practice in reading and writing braille. It is open entry open exit with 1 unit of credit.	X								
2. Special Education 28B Braille - This is the intermediate Braille course which consists of whole words, groups of words and math symbols, along with punctuation. It reinforces basic concepts and focuses on improvement of Braille reading skills and speed. Open entry open exit with 1 unit of credit.	X								
3. Special Education 28C Braille - This is the advance Braille course which introduces the multiple cell contractions and music symbols. It reinforces basic concepts and focuses on speed and comprehension. It is open entry open exit with 1 unit of credit.	X								
4. Special Education 27 - Optacon Training This course is designed for the blind to become proficient in the use of the Optacon, a personal computer that allows the student to read printed materials through electronic readouts that are transposed into the Braille cell to the blind person's finger. This course is offered 6 hours per week (or more) on an individual basis with 3 units of credit.	X							X (Planning Stages)	

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

PHYSICAL DISABILITY

II. VISUALLY HANDICAPPED (cont')

F. Special Classes and Programs (cont')

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
5. Law and the Blind: This course is designed to provide basic information on the judicial process and the role of law enforcement as it relates to the blind community. It will focus on emergency life support services, home safety, and their rights and obligations. Non-credit class offered 3 hours per week for 16 weeks.	X								
6. Rights and Resources for the Blind: This course is designed to instruct in the areas of financial resources available, medical support services, training resources, housing, and equipment.	X								
7. Personal Development. College and Career Planning for the Handicapped: This course is designed to provide experiences in career opportunities, work experiences on campus with employment preparation, individualized career counseling personal development of study skills, and guidance in setting career goals. Offered in Summer School, open entry open exit, no credit offered.	X	X						X	

PHYSICAL DISABILITY

II. VISUALLY HANDICAPPED (cont')

F. Special Classes and Programs (cont')

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
8. **Small Engine Repair Technician. Mechanical Engineering 1 and 2:** This course is designed to provide small engine repair shop training with priority given to the blind and visually impaired. It will focus on small engine theory, assembly and disassembly, complete engine overhaul and diagnosis, testing and equipment repair. It is open entry open exit with 8 units of credit. This course is part of the Vocational Education Program.	X								
9. **Voice Translation (VOTRAX). Business Computations:** This course is designed to meet the needs of the visually impaired. Printed computer program is translated into an audible program. Problems in ordinary business situations and arithmetic fundamentals are reviewed. Practical problems include interest, cash and trade discount, mark-up and mark-down, payrolls, and percentage. This course is part of the Vocational Education Program. 3 units of credit available.	X								

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

PHYSICAL DISABILITY

III. **MOBILITY AND ORTHOPEDIC LIMITATION** -- Means a serious limitation in locomotion or motor function which indicate a need for services or programs to enable students to participate in the educational process. Other health limitation means a serious dysfunction of a body part or process requiring programs or services for participation. Specific objectives for services to these students and the District locations at which they will be provided are as follows:

A. Specialized Counseling: Provide site capability for specialized counseling in academic, vocational, and personal areas of need.

B. Specialized Assessment and Individualized Plan: Provide site capability for assessment of student needs and potentials and to write prescriptive plans to match. Such activities will also be coordinated with the Department of Rehabilitation as appropriate.

C. Specialized Assessment of Severely Impaired Students: Provide site capability for assessment of student needs and potentials and to write prescriptive plans to match. Such activities will also be coordinated with the Department of Rehabilitation as appropriate.

D. In-Service Training: Provide in-service training to faculty and staff and instruction to non-disabled students to facilitate integration of physically handicapped students into mainstream classes.

	City	East	Harbor	Mission	Pierce	Southwest	Trade	Tech	Valley	West
III.										
A.	X	X	X	X	X	X	X	X	X	X
B.	X	X	X	X	X	X	X	X	X	X
C.			X						X	
D.	X	X	X	X	X	X	X	X	X	X

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

PHYSICAL DISABILITY (cont')

III. **MOBILITY AND ORTHOPEDIC LIMITATION** (cont')

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
E. Transportation: Provide transportation for the physically handicapped who cannot otherwise attend classes by contractual agreement when feasible and as appropriate.		X	X					X	
F. Barrier Removal: Continue barrier removal program until all District-owned sites are barrier free. Note: It is not within the District's capability to remove barriers from non-District owned sites.	X	X	X	X (limited)	X	X	X	X	X
G. Resource Facility: Provide special facilities i.e., Resource Room, for use by physically disabled students.	X	X	X		X	X	X	X	
H. Adaptive Equipment: Provide adaptive equipment as required to enable physically handicapped students to participate in the regular college program.	X	X	X		X		X	X	X

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

PHYSICAL DISABILITY (cont')

III. **MOBILITY AND ORTHOPEDIC LIMITATION** (cont')

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
I. Other Supportive Services: Provide other supportive services as required, including:									
1. Mobility aides, academic aides, tutors (college campus only)	X	X	X	X	X	X	X	X	X
2. Special educational materials and equipment	X	X	X	X	X	X	X	X	X
3. Attendant care			X					X	
4. Housing assistance			X					X	
5. Tutoring	X	X	X	X	X	X	X	X	X
6. Note takers	X	X	X	X	X	X	X	X	X
7. Job placement services	X	X	X					X	X
8. Mobility assistance	X	X	X	X	X	X	X	X	X
J. Curriculum Development: Provide assistance in developing appropriate curriculum and design of new classes for use with aged-disabled.	X	X	X		X	X	X	X	X

PHYSICAL DISABILITY (cont')

III. MOBILITY AND ORTHOPEDIC LIMITATION (cont')

K. Special Programs and Classes:

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1. Special Education. Reading Clinic for the Physically Handicapped - This course is designed to provide opportunity for physically handicapped students who because of the severity of their disability cannot work in the regular reading lab. This course will develop techniques for basic English reading with a focus on speed and comprehension. It will also reinforce the student's writing ability. Offered 3 hours per week with 3 units of credit available.			X						
2. Special Education. Arithmetic for College Students - Physically Handicapped - This course is designed to meet the needs of the severely physically disabled student. It will review and/or develop basic computational skills, basic daily management skills (percentages, money, etc) and to prepare the student with skills needed for further mathematic courses in their college experience. Offered 3 hours per week with 3 units of credit available.			X						

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

PHYSICAL DISABILITY (cont')

III. **MOBILITY AND ORTHOPEDIC LIMITATION** (cont')

K. **Special Programs and Classes**: (cont')

3. **Special Education**. **Mathematics Tutorial** - **Physically Handicapped** This course is designed to offer alternative approaches to learning mathematics through the use of computerized instruction and/or personal tutoring and to supplement formal class review materials with other materials and forms suited to individual needs. This class meets 3 hours per week (lab) and offers 1 unit of credit.

4. **Adaptive Physical Education**. **Aquatics** This course is designed to offer therapeutic water activities to health-impaired students. This course is offered 4 hours per week with 1 unit of credit.

5. **Adaptive Physical Education**. **Weight Training** - This course is designed to assess and measure: weight, neromuscular coordination, amount of functional limitation due to the disabling condition, maximum allowable effort, nutritional status and habits, etc. Students will be involved in calisthenic activities. This course is offered 4 hours per week with 1 unit of credit.

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
3.			X						
4.		X					X		
5.		X						X	

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

PHYSICAL DISABILITY (cont')

III. MOBILITY AND ORTHOPEDIC LIMITATION (cont')

K. Special Programs and Classes: (cont')

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
6. Adaptive Physical Education A comprehensive program will be developed during the 1977-78 FY that would be in direct relation with the Learning Disabilities Center and would also provide for the motor development for the physically handicapped.				X					x
7. Personal Development. College and Career Planning for the Handicapped This course is designed to provide experiences in career opportunities, work experience on campus with employment preparation, individualized career counseling, personal development of study skills, and guidance in setting career goals. Offered in Summer School, open entry open exit, no credit offered.	X	X	X		X	X	X	X	X
8. Personal Development G. College and Career Planning for the Handicapped This course is designed to initiate the physically handicapped student to the Special Education program at Los Angeles Harbor College. Included is a discussion of physical disabilities and their relationship to the vocational and educational goals and to personal adjustments. Offered year round - One unit credit - 10 week course, twice a semester.			X						

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

LEARNING DISABILITY

I. GENERAL -- Learning disability refers to students with exceptional learning needs who have neurological, biochemical or developmental limitations. Learning needs of these students may result from neurological, biochemical, or developmental limitations. Students with learning disabilities may have average academic potential or may have limited learning potential. Given proper diagnosis and individually tailored assistance, many of these students can be helped to overcome their learning disabilities, or at least can be helped to minimize the adverse effects. Specific objectives for service to the learning disabled and the District locations at which they will be provided are as follows:

A. Specialized Counseling: Provide site capability for specialized counseling to --

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1. Assist learning disabled students to understand and deal with the psychological nature of their disability.		X		X					X
2. Provide opportunities for group interaction and sharing of experiences and concerns under the supervision of a trained Specialist		X		X					X
3. Provide parent counseling to assist families to understand the specific learning disability and the special needs of the learning disabled student.		X		X					X
4. Provide career information, follow-up and liaison with placement services.		X		X					X

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

LEARNING DISABILITY (cont')

I. **GENERAL**

B. **Specialized Assessment and Individualized Plans:**

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1. Provide diagnostic testing to identify those students with learning disabilities.		X		X					X
2. For those students with average academic potential, i.e., who are within "normal" intelligence range but are unable to function on a college level due to specific learning disabilities, provide a prescriptive plan for those processes and experiences that will assist the learning disabled student to function at his or her level of competency.				X				X	X
3. For those students with limited learning potential, provide a prescriptive plan for those processes and experiences that will assist the limited learner to function at his or her level of competency.				X					X
C. **Referral Services**: Provide services to refer students in need of additional testing, remediation, social adjustment beyond that offered at the college/center to appropriate programs within the District or to other appropriate agencies.	X	X	X	X	X	X	X	X	X
D. **Tutorial Services**: Provide to learning disabled students with average academic potential but who are experiencing difficulty in basic skill areas of mainstream courses special tutoring activities designed to help the student satisfactorily complete courses of study.	X	X	X	X	X	X	X	X	X

SUMMARY OF PROGRAMS AND SERVICES

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR 1977-78

LEARNING DISABILITY (cont')

I. **GENERAL** (cont')

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
E. **Curriculum Development**: Develop special curriculum to provide educational growth experiences for those students with specific learning disabilities not initially prepared to enter mainstream college courses.		X		X					X
F. **Research**: Develop, test, and evaluate new methodology for assisting learning disabled students.		X		X					X
G. **Media and Materials**: Provide media and materials for special teaching techniques commensurate with the students' achievement levels.	x	x	x	x	x	x	x	x	x
H. **Learning Centers**: Coordinate programs and services to learning disabled students with Learning Center programs including developing capability of Learning Centers to assist learning disabled students through special equipment, materials, and staffing.	X	X	X	X	X	X	X	X	X
I. **Other Supportive Services**: Provide additional supportive services to learning disabled students as required, including -- 1. Special equipment	X	X	X	X	X	X	X	X	X
2. Special materials	X	X	X	X	X	X	X	X	X

LEARNING DISABILITY (cont')

1. GENERAL (cont')

	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
J. Special Programs: Provide special instruction in special programs and classes appropriate to the student's achievement levels for learning disabled students.		X		X					X
1. Life Style Management for the Developmentally Disabled - This course is designed to provide experiences and instruction in basic academic skills, communication skills, personal care, independence, community living skills, consumer skills, pre-vocational skills, and transportation skills. This course offered 3 hours per week, no credit offered.		X							
2, Learning Disabilities Center - The program will focus on the identification of learning disabled students, prescriptive educational planning for each student and establishment of learning modules.				X					X

VI. STUDENT INTAKE FORM

(PROGRAM ELIGIBILITY AS PER A.B.77)

STUDENT'S NAME ____________________ SPECIALIST OR COUNSELOR ____________________

College ☐ 1 Semester ☐ 2 Year ☐☐ 3 Card Code S H / S J 5 Effective Date M D Y (7-12)

I.D. Number (13-21) Birth Date M D Y (22-27) Married ☐ 28 Previously Married ☐ 30

Single ☐ 29 No. of Dep. Children ☐ 31

1. DISABILITIES: (Enter '1' for the primary disability. Enter '2' for secondary disabilities.)

☐ VISUAL LIMITATION 32
☐ HEARING LIMITATION 33
☐ SPEECH & LANGUAGE 34
☐ MOBILITY/ ORTHOPEDIC 35
☐ L.D. NEUROLOGICAL 37
☐ L.D. BIOCHEMICAL 38
L.D. DEVELOPMENTAL
☐ Average Potential 39
☐ Limited Potential 40
☐ OTHER ____________________ 36

Professionally Verified: Yes ☐ No ☐ 41

Age at onset of primary disability ☐☐ 42

Primary disability is:

(check one) Moderate ☐ 44 Severe ☐ 45

(check one) Temporary ☐ 46 Permanent ☐ 47 Progressive ☐ 48

OPTIONAL
2. INCOME SOURCES: (Check appropriate boxes)

☐ VETERANS AID 49
☐ S.S.D.I. 50
☐ WORKMANS COMP. & DISABILTY 51
☐ SCHOLARSHIPS/ GRANTS/FIN. AID 52
☐ A.F.D.C. 53
☐ OTHER ____________________ 54
☐ D.P.S.S. 55
☐ A.P.S.S.B. 56
☐ RETIREMENT OR S.S. 57
☐ PARENT/FAMILY 58
☐ SPOUSE 59
☐ SELF 60

OPTIONAL
3. WORK FORCE STATUS ON ENTRY: (check one)

Employed ☐ Full Time 61 ☐ Part-Time 62

Unemployed ☐ Looking for work 63

☐ Not looking for work 64

4. PRIMARY REFERRAL SOURCE: (check one)

☐ D.P.S.S. 65
☐ DEPT. OF REHABILITATION 66
☐ HIGH SCHOOL 67
☐ FACULTY/ STAFF 68
☐ PUBLICITY 69
☐ OTHER ____________________ 70

5. DEPT. OF REHABILITATION CLIENT: ☐ Yes 71 ☐ No Counselor ____________________ Office ____________________

6. OTHER SERVICES USED: (check appropriate boxes)

☐ Academic Counseling 28
☐ Vocational Counseling 29
☐ Personal Counseling 30
☐ Job Development /Placement 31
☐ Special Instruction 32
☐ Tutoring Services 33
☐ Instructional Assistance 34
☐ Attendant Services 35
☐ Peer Counseling/Tutoring 36
☐ Speech Therapy 37
☐ Interpreting Services 38
☐ Note Taking Services 39
☐ Reader/Taper Services 40
☐ Transcribing Services 41
☐ Mobility Assistance 42
☐ Testing Assistance 43
☐ Special Equipment 44
☐ Special Materials 45
☐ Special Parking 46
☐ Transportation Off-Campus 47
☐ Co-Curricular Activities 48
☐ Referral ____________________ Specify 49
☐ Other ____________________ Specify 50

I HAVE READ OR BEEN INFORMED OF THE ABOVE INFORMATION. I CERTIFY THAT THE INFORMATION IS CORRECT:

Student's Signature ____________________

Date ____________________

BEST COPY

E.R.A. 105
★ (8/77)

Address ____________ Specific disability description ____________

Phone ____________

Major ____________ Vocational? ____________

STUDENT'S RIGHTS
Please read this to the student

1. Support services and programs shall not be provided if or when they are not facilitating measurable progress.

2. All activities and services available to the regular college community shall be available to students with disabilities commensurate with their specific needs.

3. The college, in concert with the student, shall determine that support services in regular classes are not adequate to meet the particular student's needs.

4. Participation by a student in any supportive services or programs shall not preclude participation in any other service or program which may be offered by the college.

5. Participation in any aspect of the supportive services and programs shall be voluntary.

6. Each Community College district shall employ reasonable means of informing the general college population as to the availability of supportive services and programs.

7. The student shall not continue participation in services or programs beyond the time when such services and programs are required to meet the educational needs of the individual.

8. No program or course shall be denied a student without due consideration of the student's potential and abilities and the additional assistance provided by adaptive or sensory aids or other supportive services or programs.

DEFINITIONS

Handicapped Students. Handicapped students are persons with exceptional needs enrolled at a Community College who, because of a professionally verified physical, communication or learning disability, cannot benefit from the regular education classes, activities and services provided by the Community College without specific additional support services and programs.

Professionally Verified Disability. A professionally verified physical, communication or learning disability means a handicapping condition as documented by a certified or licensed physician, psychologist, audiologist, speech pathologist or other appropriate professional. The documentation must identify the disability, describe the degree and progressional factor, and describe the limiting effects of the disability. The records must be available to the appropriate community college upon request but need not be maintained at such college.

Physical Disability. Physical disability means a disability attributable to vision, mobility, orthopedic or other health impairments.

(a) Visual Limitation means blindness or partially sighted to the degree that it:
    (1) Impedes the learning process, and
    (2) Necessitates procurement of supportive services or programs.
(b) Mobility and Orthopedic Limitation means a serious limitation in locomotion or motor functions which indicate a need for one or more of the services or programs.
(c) Other Health Limitation means a serious dysfunction of a body part or process which necessitates the use of one or more of the supportive services or programs.

Communication Disability. Communication disability means a limitation in the processes of speech, language or hearing.

(a) Hearing Limitation means a loss of hearing function which:
    (1) Impedes the learning process or acquisition of speech and language; and,
    (2) Which necessitates procurement of supportive services or programs.
(b) Speech and Language Limitation refers to one or more speech-language disorders of hearing, voice, articulation, rhythm and/or the receptive and expressive processes of language to the degree that it:
    (1) Interferes with communications, education, and social interaction; and
    (2) Necessitates procurement of supportive services or programs.

Learning Disability. Learning Disability refers to students with exceptional learning needs who have neurological, biochemical or developmental limitations. These limitations result from atypical perception, cognition or response to environmental stimuli, manifested by inadequate ability to manipulate educational symbols in an expected manner. Typical limitations include inadequate ability to listen, speak, read, write, spell, concentrate, remember or do computation. These students demonstrate a significant discrepancy between their achievement and potential levels because of one or more of the following:

(a) Neurological Limitation refers to the exceptional learning needs of a student with average academic potential. Their learning needs are a result of genetic aberrations, disease, birth complications, traumatic brain insult, or poor nutrition. These conditions may range from mild to severe, and are associated with deviations of the function of the central nervous system.
(b) Biochemical Limitation refers to the exceptional learning needs of a student with average academic potential. Their learning needs are a result of excesses or depletions of hormonal, neurochemical or metabolic substances associated with diminished motoric, perceptual or cognitive capabilities.
(c) Developmental Limitation refers to:
    (1) The exceptional learning needs of a student with average academic potential. Their learning needs are a result of delayed educational development, incurred through maturational delays and/or any combination of limitations described in subsections (a) or (b) above.
    (2) Exceptional learning needs of a student who has limited learning potential, with substantial and/or severe functional limitations and whose limitations can be expected to continue indefinitely.

VII. SUMMARY OF PROGRAM AND SERVICE AREAS

The following is a list of the Proposed Program and service areas in summary form.

	Program Areas	Area Components	Number of Objectives & Activities
A.	Special Facilities	A1.0 Architectural Barriers	6
		A2.0 Special Equipment	8
B.	Special Education Materials	B. 0 Materials	4
C.	Special Educational Assistance	C1.0 General	2
		C2.0 In Class Services	17
		C3.0 Out of Class Services	22
D.	Mobility Assistance	D1.0 Personal	4
		D2.0 Equipment	3
E.	Transportation	E1.0 Off Campus	3
F.	Program Developmental Services	F1.0 Inservice Training	11
		F2.0 Information Dissemination	7
		F3.0 Community Participation	1
		F4.0 Collection of Data	4
		F5.0 Recruitment	3
		F6.0 Administration & Evaluation of Districtwide Programs	15
	TOTALS: 6 Areas	13 Area Components	110 Objectives

These areas are the same as the financial budget categories specified by the Education Code Section 18151, so that we may at some later date determine cost benefit for each program area. The number of area components does not reflect the budget allocations. A program area with two area components may have a bigger budget allocation than an area with six area components since some of the objectives or activities in the components may be no cost related on a direct form.

For example under the area of Program developmental services, objectives F2.0 (7), F3.0, (1), F4.0 (4) are not cost related since the administrative costs are absorbed under the salaries in the special education assistance area.

VIII. EVALUATION PROCEDURES

The Districtwide Handicap Programs will be evaluated following the format in the Management System. The evaluation will be divided into the following components:

A. Questionaires on the Services and Programs to:

   1. Students
   2. Instructors of Special Classes
   3. Faculty members
   4. Program staff
   5. Coordinators of handicap programs
   6. Handicap Advisory Council Members

B. Reports on the results of the questionaires.

C. Continuous self-evaluation by program staff.

D. Two evaluation visitations (beginning and end of F.Y.) by teams composed of:

   1. A consultant for the L.A. County's Research and Evaluation Division.
   2. The L.A. District Coordinator of Programs and Services for the Handicapped.
   3. Three Coordinators of College Handicap Programs.

E. A final report on the evaluation with recommendation will be prepared and presented to the California Community Colleges Academic Affairs Unit, and the Los Angeles Community College District Administration.

IX. MANAGEMENT & EVALUATION PLAN

GOAL

AREA A: SPECIAL FACILITIES

The Districtwide Handicap Programs shall assure equal physical access to the educational opportunities offered by the District for all eligible handicapped students by providing adequate space, special equipment and/or furniture, and removing identified architectural barriers.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
A. SPECIAL FACILITIES					
A1.0 ARCHITECTURAL BARRIERS					
A1.1 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Pierce Southwest Trade Tech Valley West	Will identify remaining Architectural Barriers on their campus.	List of identified Architectural Barriers (Form A1.1) (Kept by Campus Coordinator in Campus Coordinator's Office.)	June, 1977		
A1.2 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Pierce Southwest Trade Tech Valley West	Will establish a priority list for future removal of previously identified Architectural Barriers.	Priority list Form A1.2 (Kept by Campus Coordinator in Campus Coordinator's Office.)	July, 1977		
A1.3 The nine Campus Coordinators of handicap programs & the District Coordinator & other District Personnel	Will identify funding sources for removal of Architectural Barriers in the school year 1978-79.	Check on Federal Register - (Kept by District Coordinator in Coordinator's Office.)	May, 1978		

GOAL

AREA A: SPECIAL FACILITIES

The Districtwide Handicap Programs shall assure equal physical access to the educational opportunities offered by the District for all eligible handicapped students by providing adequate space, special equipment and/or furniture, and removing identified architectural barriers.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
A1.4 The nine Campus Coordinators of handicap programs & the District Coordinator & other District Personnel	Will monitor and report on each campus the removal of Architectural Barriers.	Monthly progress report submitted by the 9 Campus Coordinators to the District Coordinator. (Kept by District Coordinator in Coordinator's Office.)	Continuous		
A1.5 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Pierce Southwest Trade Tech Valley West	Will question a sample of students on how they rate the progress of removal of Architectural Barriers on campus.	Completed questionnaire to target student groups. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		
A1.6 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Pierce Southwest Trade Tech Valley West	Will report to the District Coordinator the results of the students' rating of campus removal of Architectural Barriers.	Report to Coordinator on questionnaire of students. (Kept by District Coordinator in Coordinator's Office.)	April 1st 1978		

GOAL

AREA A: SPECIAL FACILITIES

The Districtwide Handicap Programs shall assure equal physical access to the educational opportunities offered by the District for all eligible handicapped students by providing adequate space, special equipment and/or furniture, and removing identified architectural barriers.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
A2.0 SPECIAL EQUIPMENT					
A2.1 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will identify special equipment needed for the program.	List of special equipment Form #H5. (Kept by Campus Coordinator in Campus Coordinator's Office.)	October 30 1977		
A2.2 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will note on equipment list form, in priority order, the requested special equipment.	Prioitized equipment list Form #H5. (Kept by Campus Coordinator in Campus Coordinator's Office.)	November 30 1977		

GOAL

AREA A: SPECIAL FACILITIES

The Districtwide Handicap Programs shall assure equal physical access to the educational opportunities offered by the District for all eligible handicapped students by providing adequate space, special equipment and/or furniture, and removing identified architectural barriers.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
A2.3 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will submit a revised special equipment list with program priorities that reflect the approved equipment list for the following fiscal year.	Prioritized equipment list Form #H5. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1 1978		
A2.4 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trate Tech Valley West	Will initiate the purchase process.	Purchase Requisition (Equipment) (Kept by Campus Coordinator in Campus Coordinator's Office.)	July, 1977		

GOAL

AREA A: SPECIAL FACILITIES

The Districtwide Handicap Programs shall assure equal physical access to the educational opportunities offered by the District for all eligible handicapped students by providing adequate space, special equipment and/or furniture, and removing identified architectural barriers.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
A2.5 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will restrict use of purchased special equipment for the handicapped only.	Memo on inappropriate use to District Coordinator. (Copy kept by District Coordinator in Coordinator's Office.)	When appropriate		
A2.6 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will initiate the repair of special equipment as needed.	Repair and Maintenance Form (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		

GOAL

AREA A: SPECIAL FACILITIES

The Districtwide Handicap Programs shall assure equal physical access to the educational opportunities offered by the District for all eligible handicapped students by providing adequate space, special equipment and/or furniture, and removing identified architectural barriers.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
A2.7 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will question a sample of students on how they rate the service by means of a questionnaire.	Completed questionnaire to target student group (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		
A2.8 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to the District Coordinator the results of the students' rating of the use of special equipment.	Report to District Coordinator on questionnaire by students. (Kept by District Coordinator in Coordinator's Office.)	April 1st 1978		

GOAL

AREA B: SPECIAL EDUCATION MATERIALS

The Districtwide Handicap Programs will assure equal academic access to all eligible handicapped students by providing special education materials as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
B. SPECIAL EDUCATION MATERIALS					
B1.1 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will request special education materials needed for the program.	The budget activity line items requested by the Campus Coordinator in the budget operational plan. (Kept by the District Coordinator in the Coordinator's Office.)	June 30, 1977		
B1.2 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will initiate the purchase of special education materials.	Purchase Requisition-Supplies. (Kept by Campus Coordinator in Campus Coordinator's Office.)	July 1978		

GOAL

AREA B: SPECIAL EDUCATION MATERIALS

The Districtwide Handicap Programs will assure equal academic access to all eligible handicapped students by providing special education materials as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
B1.3 The Campus Coordinator of handicap Programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will question a sample of students on their rating of this service.	Completed Questionnaire to target student group. (Kept by Campus Coordinator in the Campus Coordinator's Office.)	March 1st 1978		
B1.4 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to the District Coordinator the results of the students' rating of the use of special education materials.	Report to District Coordinator on questionnaire of students. (Kept by District Coordinator in Coordinator's Office.)	April 1st 1978		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C. SPECIAL EDUCATION ASSISTANCE					
C1.1 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will be responsible for conducting an intake review process of each handicapped student to assess his/her educational needs both In Class or Out of Class.	Students information folder. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		
C1.2 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will have in summary form an educational needs statement of the handicapped students in their programs.	Form, with eligible students by disability and educational program. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		

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GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C2.0 IN-CLASS SERVICES					
C2.1 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will survey the need for additional special classes for specific disabled groups in priority order for the 1978-79 F Y.	Report to District Coordinator. (Kept by District Coordinator in Coordinator's Office.)	July-Sept. 1977		
C2.2 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will initiate the process for implementation of high priority special classes.	Request form to Dean of Instruction and Chairman of the Department. (Kept by Campus Coordinator in Campus Coordinator's Office.)	September, 1977		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C2.3 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will monitor the existing special classes to insure that they meet standards set by the Educational Code and the Council of Instruction.	Memo to District Coordinator.	When appropriate		
C2.4 All instructors of Special Education classes mentioned in objective C1.3 above. City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will complete a questionnaire on class content, student participation and suggestions for improvement.	Completed questionnaire. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		

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GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C2.5 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to the District Coordinator in summary form the results of the special class instructor's questionnaire.	Completed report to District Coordinator on instructor's questionnaire. (Kept by District Coordinator in Coordinator's Office.)	April 1st 1978		
C2.6 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will question a sample of students on their rating of special classes.	Completed questionnaire. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C2.7 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to District Coordinator the results of the students' rating of special classes.	Report to District Coordinator on questionnaire by students. (Kept by District Coordinator in District Coordinator's Office.)	April 1st 1978		
C2.8 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will designate at least one support staff member who will oversee assignments and necessary record keeping.	Designee's time schedule or assignment record. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C2.9 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will insure that the appropriate supportive staff provide required services In Class.	Time schedules of all support service staff. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		
C2.10 Designated Support Staff Leader	Will identify all In Class support staff by title.	List of identified support staff by name and title (Form C1.10.) (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		
C2.11 Support Staff Leaders	Will complete a questionnaire for the Campus Coordinators on supportive staff services given In Class.	Completed Questionnaire to support staff. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		
C2.12 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to the District Coordinator the results of the Support Staff Coordinators' questionnaire on In Class services in summary form.	Report (Kept by Campus Coordinator in Campus Coordinator's Office.)	April 1st 1978		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C2.13 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will question a sample of students on their rating of In Class support services.	Completed questionnaire to target students. (Kept by Campus coordinator in Campus Coorinator's Office.)	March 1st 1978		
C2.14 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to District Coordinator the results of the students' rating of In Class services.	Report to District Coordinator on questionnaire by students. (Kept in District Coordinator's Office.)	April 1st 1978		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C2.15 A sample of College Instructors who have support staff and/or professional assistance in their classes. City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will complete a questionnaire regarding services rendered by the support staff and/or professional assistants to Campus Coordinator of handicap services.	Complete questionnaire by instructors. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		
C2.16 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tecn Valley West	Will report to the District Coordinator the results of the College Instructors' questionnaire on professional assistance and support staff services in summary form.	Report (Kept by District Coordinator in Coordinator's Office.)	April 1st 1978		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C2.17 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will maintain an updated list of all personnel providing In Class services and/or instruction.	List - Form C1.20 (Kept by Campus Coordinator in Coordinator's Office.)	Continuous		
C3.0 OUT OF CLASS SERVICES					
C3.1 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will designate at least one Support Staff member who will oversee assignments and necessary record keeping of Out of Class services.	Support Staff member time schedule or assignment record. (Kept by Campus Coordinator in Coordinator's Office.)	Continuous		

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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C3.2 Designated Support Staff Leaders	Will insure that the appropriate support staff provides Out of Class services.	Time schedules of all support staff. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		
C3.3 Designated Support Staff Leaders	Will identify all support staff providing Out of Class services by title.	List of identified support staff by name and title. (Form C2.3) (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		
C3.4 Designated Support Staff Leaders	Will complete a questionnaire on support staff services given Out of Class.	Completed questionnaire by Support Staff Coordinator. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		
C3.5 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to the District Coordinator results of the Support Staff Coordinators' questionnaire on Out of Class services in summary form.	Report to District Coorinator. (Kept by District Coordinator in Coordinator's Office.)	April 1st 1978		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C3.6 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will question a sample of students on their rating of Out of Class services.	Completed questionnaire by target students. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		
C3.7 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to District Coordinator the results of the students' rating of Out of Class services.	Report to District Coordinator on questionnaire by students. (Kept by District Coordinator in District Coordinator's Office.)	April 1st 1978		

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GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C3.8 The Campus Coordinator of handicap programs at the following Colleges: City Mission Pierce Trade Tech Valley	Will question a sample of students on how they rate the services of the professional assistants.	Completed questionnaire. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		
C3.9 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to District Coordinator the results of the students' questionnaire on professional assistants.	Report to District Coordinator on questionnaire by students. (Kept by District Coordinator in District Coordinator's Office.)	April 1st 1978		
C3.10 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will maintain appropriate instructional liaison.	(a) Questionnaire from instructors (C1.4) (b) Questionnaire from students (C2.8) (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Programs will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C3.11 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to the District Coordinator the results of questionnaires from instructors and students on instructional liaison.	Report to District Coordinator. (Kept by District Coordinator in District Coordinator's Office.)	April 1st 1978		
C3.12 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will see that students rate their level of satisfaction with the academic advisement received through the program.	Questionnaire from students. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		

103

102

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GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Program will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C3.13 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to the District Coordinator results of questionnaires from students on academic advisement.	Report to District Coordinator. (Kept by District Coordinator in District Coordinator's Office.)	April 1st 1978		
C3.14 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will see that students rate their level of satisfaction with the personal couseling services of the program.	Questionnaire from students. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Program will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C3.15 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to the District Coordinator results of questionnaires from students of personal counseling.	Report to District Coordinator. (Kept by District Coordinator in District Coordinator's Office.)	April 1st 1978		
C3.16 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will see that students rate their level of satisfaction with the vocational and/or career advisement received through the program.	Questionnaire from students. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Program will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C3.17 The nine Campus Coordinators of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to District Coordinator the results of the student rating of vocational and/or career advisement.	Report to District Coordinator on questionnaires by students. (Kept by District Coordinator in District Coordinator's Office.)	April 1st 1978		
C3.18 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will refer students to agencies or departments and follow up those students needing it.	Referral froms in student folders. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Program will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C3.19 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will designate at least one job development officer to develop and coordinate placement of qualified disabled students.	Job development office time schedule and assignments. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Beginning of each F Y - July		
C3.20 Job Development Officer at City and Valley Colleges	Will coordinate job development placement of qualified handicapped students.	Monthly progress report to the Campus Coordinator (Form C2.18.) (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		

GOAL

AREA C: EDUCATIONAL ASSISTANCE

The Districtwide Handicap Program will insure equal educational opportunities for all eligible handicapped students by providing special support personnel and resources as needed.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
C3.21 The Campus Coordinator of handicap programs at the following colleges: City Valley	Will submit a report on job development and placement to **the District** Coordinator.	Report to District Coordinator. (Kept by Campus Coordinator in Campus Coordinator's Office.)	April 1st 1978		
C3.22 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will maintain an updated list of all personnel providing Out of Class services.	List - Form C2.20	Continuous		

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GOAL

AREA D: MOBILITY ASSISTANCE

The District's Handicap Programs will assure equal physical access to the educational opportunities offered at the District for all eligible handicapped students through the provision of designated personnel or equipment to assist those students to move about efficiently in the educational setting on campus.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
D. MOBILITY ASSISTANCE					
D1.0 PERSONAL ASSISTANCE					
D1.1 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will coordinate personal mobility assistance with those handicapped students who need it.	Time schedule of mobility student assistants. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		
D1.2 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will each semester, maintain an up-to-date list of handicapped students who need personal mobility assistance.	List of Handicapped Students needing personal mobility assistance. (Form D1.1) Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		

GOAL

AREA D: MOBILITY ASSISTANCE

The District's Handicap Programs will assure equal physical access to the educationall opportunities offered at the District for all eligible handicapped students through the provision of designated personnel or equipment to assist those students to move about efficiently in the educational setting on campus.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
D1.3 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will question a sample of students on their rating of the mobility services received.	Completed questionnaire. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		
D1.4 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to the District Coordinator the results of the students' rating of personal mobility assistance.	Report to District Coordinator on questionnaire by students. (Kept by Campus Coordinator in Campus Coordinator's Office.)	April 1st 1978		

GOAL

AREA D: MOBILITY ASSISTANCE

The District's Handicap Programs will assure equal physical access to the educational opportunities offered at the District for all eligible handicapped students through the provision of designated personnel or equipment to assist those students to move about efficiently in the educational setting on campus.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
D2.0 **EQUIPMENT**					
D2.1 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will provide special equipment for mobility to those handicapped students who, in the opinion of the coordinator, need it.	List of students who were provided special equipment. (Form D2.1) (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		
D2.2 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will question a sample of students on their rating of this service.	Completed questionnaire to target students. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		

GOAL

AREA D: MOBILITY ASSISTANCE

The District's Handicap Programs will assure equal physical access to the educationall opportunities offered at the District for all eligible handicapped students through the provision of designated personnel or equipment to assist those students to move about efficiently in the educational setting on campus.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
D2.3 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to the District Coordinator the results of the students' rating of their use of special equipment.	Report to District Coordinator questionnaire by students. (Kept by Campus Coordinator in Campus Coordinator's Office.)	April 1st 1978		

GOAL

AREA E: TRANSPORTATION

The District's Handicap Programs will conduct a feasibility study to determine the cost and benefits of providing transportation to and from all nine colleges to eligible handicapped students.
Selected Handicap Programs within the District will put forth pilot transportation efforts to provide the District Administration with preliminary transportation cost and benefit data.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
E. TRANSPORTATION					
E1.1 The Campus Coordinator of handicap programs at the following college: East	Will coordinate off-campus transportation for those handicapped students, who, in the opinion of the coordinator, need it.	Time schedules of personnel (student assistant, clerk, drivers attendant, etc.) budget and accounting. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		
E1.2 The Campus Coordinator of handicap programs at the following college: East	Will question a sample of students on their ratings of the transportation services.	Completed questionnaire by target students. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		
E1.3 The Campus Coordinator of handicap programs at the following college: East	Will report to District Coordinator the results of the students' rating of transportation off campus.	Report to District Coordinator on questionnaire by students. (Kept by Campus Coordinator in Campus Coordinator's Office.)	April 1st 1978		

GOAL

AREA F: PROGRAM DEVELOPMENTAL SERVICES

The District's Handicap Programs will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will implement the provisions of Education Code Section 18151.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
F. DEVELOPMENTAL SERVICES					
F1.0 INSERVICE TRAINING					
F1.1 The District Coordinator of handicap programs	Will hold inservice and business meetings with all 9 Campus Coordinators and/or their designees.	Agenda and/or minutes. (Kept by District Coordinator in Coordinator's Office.)	Monthly		
F1.2 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will attend at least 7 out of 10 inservice and business meetings.	Record of attendance in minutes. (Kept by District Coordinator in Coordinator's Office.)	Monthly		
F1.3 All 9 Coordinators	Will host a 2 hour inservice session to their follow coordinators during the monthly business meeting.	Agenda and minutes of session. (Kept by District Coordinator in Coordinator's Office.)	Monthly		
F1.4 The District Coordinator of handicap programs	Will hold an inservice workshop on budgeting procedures.	Agenda and/or minutes. (Kept by District Coordinator in Coordinator's Office.)	November of each year		

GOAL

AREA F: PROGRAM DEVELOPMENTAL SERVICES

The District's Handicap Programs will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will implement the provisions of Education Code Section 18151.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
F1.5 The District Coordinator of handicap programs	Will hold inservice workshops on the implementation of a district-wide evaluation and management plan for the handicap program.	Agenda and/or minutes. (Kept by District Coordinator in Coordinator's Office.)	3 per year		
F1.6 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will rate the District's Coordinator Inservice Training Seminars.	Completed questionnaire. (Kept by District Coordinator in Coordinator's Office.)	Once a year		
F1.7 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will hold inservice meetings with their staff.	Agenda (Kept by Campus Coordinator in Campus Coordinator's Office.)	At least once per month		

GOAL

AREA F: PROGRAM DEVELOPMENTAL SERVICES

The District's Handicap Programs will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will emplement the provisions of Education Code Section 18151.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
F1.8 The staff of the handicap program City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will rate inservice sessions by mean or questionnaire.	Completed questionnaire by staff. (Kept by Campus Coordinator in Campus Coordinator's Office.)	At least once per month		
F1.9 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will question a sample of students in their ratings of their level of satisfaction of the services performed by the staff in the program.	Completed questionnaire by student. (Kept by Campus Coordinator in Campus Coordinator's Office.)	March 1st 1978		

GOAL

AREA F: PROGRAM DEVELOPMENTAL SERVICES

The District's Handicap Programs will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will implement the provisions of Education Code Section 18151.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
F1.10 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report results of the Campus Coordinator's Staff questionnaire and students' questionnaire on skills to the District Coordinator.	Report to District Coordinator. (Kept by District Coordinator in Coordinator's Office.)	April 1st 1978		
F1.11 The Campus Coordinators with assistance of District Coordinator of handicap programs	Will provide inservice training to their own college and community.	Agenda and/or minutes and/or publication. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Once a year		
F2.0 INFORMATION DISSEMINATION					
F2.1 The District Coordinator of handicap programs with the assistance of campus coordinators	Will publish a quarterly newsletter on districtwide programs and services for the handicapped.	Newsletter (Kept by District Coordinator in Coordinator's Office.)	Quarterly		

GOAL

AREA F: PROGRAM DEVELOPMENTAL SERVICES

The District's Handicap Programs will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will implement the provisions of Education Code Section 18151.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
F2.2 The District Coordinator of handicap programs	Will issue a publication on the history and current trends of the district's programs for the disabled.	Publication (Kept by District Coordinator in Coordinator's Office.)	July 1977		
F2.3 The District Coordinator of handicap programs	Will produce a slide presentation on districtwide handicap programs and services.	Slides (Kept by District Coordinator in Coordinator's Office.)	August 1977		
F2.4 The District Coordinator of handicap programs	Will produce a slide presentation on removal of Architectural Barriers.	Slides (Kept by District Coordinator in Coordinator's Office.)	December 1977		
F2.5 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will develop a brochure that explains their college's handicap programs and services.	Brochure (Kept by Campus Coordinator in Campus Coordinator's Office.)	July 1978		

GOAL

AREA F: PROGRAM DEVELOPMENTAL SERVICES

The District's Handicap Programs will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will implement the provisions of Education Code Section 18151.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
F2.6 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will develop a newsletter to be sent to the local community and district.	Newsletter (Kept by Campus Coordinator in Campus Coordinator's Office.)	Quarterly		
F2.7 District Coordinator and Campus Coordinator	Will contact radio and TV media personnel to arrange public service announcements on programs related to the handicapped.	Media coverage or report to District Coordinator. (Kept by District Coordinator in Coordinator's Office.)	Continuous		
F3.0 COMMUNITY PARTICIPATION					
F3.1 Campus Coordinators with the assistance of the District Coordinator	Will establish and maintain at each college an advisory committee. (As per Title V Section 56030)	Agenda, minutes or roster of members. (Kept by Campus Coordinator in Coordinator's Office.)	Continuous		

GOAL

AREA F: PROGRAM DEVELOPMENTAL SERVICES

The District's Handicap Programs will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will implement the provisions of Education Code Section 18151.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
F4.0 COLLECTION OF DATA					
F4.1 The District Coordinator and Campus Coordinator with assistance from the District data processing office.	Will establish a computerized disabled students data base, districtwide.	Date base (Kept by Campus Coordinator in Campus Coordinator's Office.)	July 1977		
F4.2 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will keep their college's disabled student data base up-to-date.	Update list of eligible handicapped students, submitted for key punching. (Kept by Campus Coordinator in Campus Coordinator's Office.)	One week prior to each census week of each semester		

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GOAL

AREA F: PROGRAM DEVELOPMENTAL SERVICES

The District's Handicap Program will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will implement the provisions of Education Code Section 18151.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
F4.3 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will maintain a list of their college's handicapped students enrolled in at least 3 WSCH and receiving services.	List, for F4.3 (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		
F4.4 The Campus Coordinator of handicap programs at the following colleges: City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will report to the District Coordinator the total number of eligible students by disability and by service/program received.	List, Form F.3	One month after the end of each semester		

GOAL

AREA F: PROGRAM DEVELOPMENTAL SERVICES

The District's Handicap Programs will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will implement the provisions of Education Code Section 18151.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
F5.0 RECRUITMENT					
F5.1 Campus Coordinators with assistance of District Coordinator	Will mail to students who identify themselves as handicapped, on college admissions form, information letters on the handicap program, or	Count of letters sent and responses received. (Kept by Campus Coordinator in Campus Coordinator's Office.)	End of 4th week after school begins.		
F5.2 All 9 Campus Coordinators City East Harbor Mission Pierce Southwest Trade Tech Valley West	Will publicize the services to the campus community.	Publications, posters, etc. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		
F5.3 All 9 Campus Coordinators or their designees.	Will make periodic visits to high schools, public and nonpublic agencies that serve the handicapped.	Campus Coordinator's calendar. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Continuous		
F6.0 ADMINISTRATION AND EVALUATION OF DISTRICTWIDE HANDICAP PROGRAM					
F6.1 District Coordinator of handicap programs	Will establish and maintain liaison with agencies serving the disabled.	Calendar - Agenda and/or minutes. (Kept by District Coordinator in Coordinator's Office.)	Continuous		

GOAL

AREA F: PROGRAM DEVELOPMENTAL SERVICES

The District's Handicap Programs will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will implement the provisions of Education Code Section 18151.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
F6.2 District Coordinator of handicap programs	Will supervise Handicap District Budget.	Signature on approved budgets and on budget transfer documents. (Kept by District Coordinator in Coordinator's Office.)	Continuous		
F6.3 District Coordinator of handicap programs	Will maintain accurate audit trials for the Handicap District Budget and ongoing expenditures.	Monthly accounting computer runs of each college handicap budget.	Continuous		
F6.4 District Coordinator of handicap programs	Will inform all 9 Campus Coordinators of current budget and expenditures for each program.	Monthly computer runs to Campus Coordinators. (Kept by Campus Coordinator in Campus Coordinator's Office.)	Monthly		
F6.5 District Coordinator	Will prepare reports required by Federal, State and Local Agencies.	Reports (Kept by District Coordinator in District Coordinator's Office.)	Continuous		
F6.6 District Coordinator of handicap programs	Will prepare applications for financial support.	Applications (Kept by District Coordinator in Coordinator's Office.)	Whenever appropriate funding is available.		
F6.7 District Coordinator of handicap programs	Will attend as District representative Federal, State and Regional Inservice Education Programs.	Calendar, conference request authorization, agendas and/or minutes. (Kept by District Coordinator in Coordinator's Office.)	Continuous		
F6.8 District Coordinator of handicap programs	Will inform Vice Chancellor of EPD, Director of Occupational Education, and all 9 Campus Coordinators, of current legislation affecting education of the handicapped.	Letters when necessary and report to Director of Occupational Education.	When needed		

GOAL

AREA F: PROGRAM DEVELOPMENTAL SERVICES

The District's Handicap Programs will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will implement the provisions of Education Code Section 18151.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
F6.9 District Coordinator of handicap programs	Will assist all 9 Campus Coordinators in maintaining their programs in compliance with State, Federal and Local Guidelines.	Letters when necessary and report to Director of Occupational Education. (Kept by District Coordinator in Coordinator's Office.)	When needed		
F6.10 District Coordinator of handicap programs	Will study and make recommendations concerning special needs of the handicapped.	Reports (Kept by District Coordinator in Coordinator's Office.)	When applicable		
F6.11 District Coordinator of handicap programs	Will develop a district evaluation and management plan for the Handicap Program.	Developed evaluation and management plan. (Kept by District Coordinator in Coordinator's Office.)	May 1977		
F6.12 District Coordinator of handicap programs	Will establish evaluation teams that will make on-site evaluation visits to each college's Handicap Program.	List of team members and dates of visitation. (Kept by District Coordinator in Coordinator's Office.)	March 1st 1978		
F6.13 District Coordinator of handicap programs	Will report program objectives attainment level to Deans, Presidents, Directors, Vice Chancellor and Advisory Committees.	Evaluation reports (Kept by District Coordinator in Coordinator's Office.)	May 1978		
F6.14 District Coordinator in handicap programs	Will make recommendations as needed for possible revision to program or program objectives.	Recommendations (May be included in evaluation report) (Kept by District Coordinator in Coordinator's Office.)	May 1978		
F6.15 District Coordinator in handicap programs	Will participate in the districtwide affirmative action council.	District Coordinator's calander.	Monthly		

GOAL

AREA F: PROGRAM DEVELOPMENTAL SERVICES

The District's Handicap Programs will insure equal physical, academic and vocational opportunities for all eligible handicapped students by providing an efficient program management system which will implement the provisions of Education Code Section 18151.

TARGET GROUP	TASK TO BE PERFORMED	HOW TASK WILL BE MEASURED	DATE OF COMPLETION	DEGREE OF ACCOMPLISHMENT	COMMENTS
F6.16 District Coordinator of handicap programs	Will establish task forces that will study and report recommendations in areas that are in need of further development.	Minutes and agenda			
F6.17 District Coordinator of handicap programs	Will serve as contact and liaison person relating to implementation and interpretation of legislation regarding the handicapped.	Memos			
F6.18 All 9 Campus Coordinators	Will rate their level of satisfaction with the administrator and evaluation of the Districtwide Handicap Program.	Completed questionnaire Form F1.8 F6.15 by Campus Coordinator. (Kept by District Coordinator in Coordinator's Office.)	April 1st 1978		

CAMPUS COORDINATORS OF HANDICAP PROGRAMS

REPORTS TO THE DISTRICT'S COORDINATOR

	TASKS	DATE OF COMPLETION	TIMELINE July	August	September	October	November	December	January	February	March	April	May	June	District Coordinator	Program Enabler	Evaluation Team	Instructors	Staff	Students	COMMENTS
1.	Report on Results on Questionnaires To Students	Apr. 1, 1978										X				X					
2.	Report on Results on Questionnaires to Support Staff	Apr. 1, 1978										X				X					
3.	Report on Results on Questionnaires to Support Staff Leaders	Apr. 1, 1978										X				X					
4.	Report on Results on Questionnaires to Instructors of Special Classes	Apr. 1, 1978										X				X					
5.	Report on Results on Questionnaires to College Instructors	Apr. 1, 1978										X				X					
6.	Report on Job Development	Apr. 1, 1978										X				X					
7.	Report on Total Number of Students				X						X			X		X					
8.	Monitor on Removal of Arch. Barriers	Monthly														X					

EVALUATION TIMELINE
77 - 78 SCHOOL YEAR

TASKS	DATE OF COMPLETION	July	August	September	October	November	December	January	February	March	April	May	June	District Coordinator	Program Enabler	Evaluation Team	Instructors	Staff	Students	COMMENTS
A. SPECIAL FACILITIES																				
A1.0 ARCHITECTURAL BARRIERS																				
A1.1 Identification of Arch. Barriers	June 1977														X					
A1.2 Priority List	July 1977	X													X					
A1.3 Identify Funding Sources for FY 78-79	May 1978											X		X	X					
A1.4 Monitor Removal of Barriers	Continuous													X	X					
A1.5 Questionnaire to Students	Mar.1,1978									X									X	
A1.6 Report to District Coordinator	Apr.1,1978										X				X					
A2.0 SPECIAL EQUIPMENT																				
A2.1 Identify Equipment Needed	Oct.30,1976				X										X					
A2.2 Priority List	Nov. 1976														X					
A2.3 Approved List	Mar. 1977													X	X					
A2.4 Purchase Process	July 1977	X													X					
A2.5 Monitor Appropriate Use	Continuous													X	X					
A2.6 Repair Process	Continuous														X					
A2.7 Questionnaire to Students	Mar.1,1978									X									X	
A2.8 Report to District Coordinator	Apr.1,1978										X				X					

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EVALUATION TIMELINE
77 - 78 SCHOOL YEAR

TASKS	DATE OF COMPLETION	July	August	September	October	November	December	January	February	March	April	May	June	District Coordinator	Program Enabler	Evaluation Team	Instructors	Staff	Students	COMMENTS
B. SPECIAL EDUCATION MATERIALS																				
B1.1 Request Special Materials	June 30,77														X					
B1.2 Purchase Process	July 1977	X													X					
B1.3 Questionnaire to Students	March 1978									X									X	
B1.4 Report to District Coordinator	April 1978										X				X					
C. SPECIAL EDUCATION ASSISTANCE																				
C1.1 Intake Review Process	Continuous	--	--	--	--	--	--	--	--	--	--	--	--		X		X	X	X	
C1.2 Summary of Student's Ed. Profile	Continuous	--	--	--	--	--	--	--	--	--	--	--	--		X					
C2.0 IN CLASS SERVICES																				
C2.1 Survey Need for Special Classes	Jul-Sep.77	X	X	X										X	X					
C2.2 Initiate Process to Implement Classes	Sept.1977			X										X	X					
C2.3 Monitor Special Classes	Continuous	--	--	--	--	--	--	--	--	--	--	--	--	--	X					
C2.4 Instructors of Spec. Classes Questionnaire	March 1978									X					X					
C2.5 Report to District Coordinator	April 1978										X				X					
C2.6 Questionnaire to Students	Mar.1,1978									X					X					
C2.7 Report to the District Coordinator	April 1978										X				X					

EVALUATION TIMELINE
77 - 78 SCHOOL YEAR

TASKS	DATE OF COMPLETION	July	August	September	October	November	December	January	February	March	April	May	June	District Coordinator	Program Enabler	Evaluation Team	Instructors	Staff	Students	COMMENTS
C2.8 Designation of Support Staff Leader	Continuous														X					
C2.9 Monitor Support Staff In Class	Continuous														X			X		
C2.10 Identify Support Staff by Title	Continuous														X			X		
C2.11 Questionnaire to Support Staff Leader	Mar. 78									X								X		
C2.12 Report to District Coordinator	Apr. 1978										X				X					
C2.13 Questionnaire to Students on Staff	Mar. 1978									X									X	
C2.14 Report to District Coordinator	Apr. 1978										X				X					
C2.15 Instructors/Support Staff Questionnaire	Mar. 1978									X							X			
C2.16 Report to District Coordinator	Apr. 1978										X				X					
C2.17 List of All Personnel Giving In Class Service	Continuous														X			X		
C3.0 OUT OF CLASS SERVICES																				
C3.1 Designation of Support Staff Leader	Continuous														X					
C3.2 Monitor Support Staff Out Of Class	Continuous														X			X		
C3.3 Identify Support Staff by Title	Continuous														X			X		
C3.4 Questionnaire to Support Staff Leader	Mar. 1978									X								X		
C3.5 Report on Questionnaire	Apr. 1978										X				X					
C3.6 Questionnaire to Students on Out Of Class Service	Mar. 1976									X									x	
C3.7 Report to District Coordinator on Out of Class Services	Apr. 1978										X				X					

EVALUATION TIMELINE
77 - 78 SCHOOL YEAR

	TASKS	DATE OF COMPLETION	July	August	September	October	November	December	January	February	March	April	May	June	District Coordinator	Program Enabler	Evaluation Team	Instructors	Staff	Students	COMMENTS
C3.8	Monitor of Professional Assistants Services	Continuous														X					
C3.9	Questionnaire to Students on Professional Assistants	Mar. 1978									X									X	
C3.10	Report to District Coordinator	Apr. 1978										X				X					
C3.11	Questionnaire on Inst. Liaison	Mar. 1978									X					X		X	X		
C3.12	Report to District Coordinator	Apr. 1978										X				X					
C3.13	Questionnaire to Students on Academic Counseling	Mar. 1978									X									X	
C3.14	Report to District Coordinator	Apr. 1978										X				X					
C3.15	Questionnaire to Students on Personnel Counseling	Mar. 1978									X									X	
C3.16	Report to District Coordinator	Apr. 1978										X				X					
C3.17	Questionnaire to Students on Vocational Counseling	Mar. 1978									X									X	
C3.18	Report to District Coordinator	Apr. 1978										X				X					
C3.19	Referral Process	Continuous														X		X	X		
C3.20	Designator of Job Development Officer	July 1977	X													X					
C3.21	Coordination of Job Development	Continuous																	X		
C3.22	Report to Coordinator on Job Development	Yearly April										X				X					
C3.23	Maintenance of List of Out of Class Personnel	Continuous														X			X		

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EVALUATION TIMELINE
77 - 78 SCHOOL YEAR

TASKS	DATE OF COMPLETION	July	August	September	October	November	December	January	February	March	April	May	June	District Coordinator	Program Enabler	Evaluation Team	Instructors	Staff	Students	COMMENTS
D. MOBILITY ASSISTANCE																				
D1.0 PERSONAL ASSISTANCE																				
D1.1 List of Students Needing Mobility Assistance	Continuous														X					
D1.2 Coordination of Services	Continuous														X					
D1.3 Questionnaire to Students on Mobility	Mar.1,1978									X									X	
D1.4 Report on Questionnaire	Apr.1,1978										X				X					
D2.0 EQUIPMENT																				
D2.1 Provide Special Equip. for Mobility	Continuous														X					
D2.2 Questionnaire to Students	Mar.1,1978									X									X	
D2.3 Report on Questionnaire	Apr.1,1978										X				X					
E. TRANSPORTATION																				
E1.1 Coordination of Trans. Services	Continuous														X			X		
E1.2 Questionnaire to Students on Trans	Mar.1,1978									X									X	
E1.3 Report on Questionnaire	Mar.1,1978										X				X					

EVALUATION TIMELINE
77 - 78 SCHOOL YEAR

TASKS	DATE OF COMPLETION	July	August	September	October	November	December	January	February	March	April	May	June	District Coordinator	Program Enabler	Evaluation Team	Instructors	Staff	Students	COMMENTS
F. PROGRAM DEVELOPMENTAL SERVICES																				
F1.0 INSERVICE TRAINING																				
F1.1 Inservice and Business Meetings	Monthly	-	-	-	-	-	-	-	-	-	-	-	-	X	X			X		
F1.2 Attendance of Sessions	Monthly	-	-	-	-	-	-	-	-	-	-	-	-	X	X					
F1.3 Inservices to the Coordinators	Monthly	-	-	-	-	-	-	-	-	-	-	-	-		X					
F1.4 Workshop on Budget Procedures	Nov. 1978					X								X						
F1.5 Inservice on Management Plan	3 per year													X						
F1.6 Questionnaire on Sessions	After each Session	-	-	-	-	-	-	-	-	-	-	-	-		x					
F1.7 Campus Staff Inservice Training	Monthly	-	-	-	-	-	-	-	-	-	-	-	-		x					
F1.8 Questionnaire on Campus Sessions	Mar.1,1978									x								x		
F1.9 Questionnaire to Students on Program Staff	Mar.1,1978									x									x	
F1.10 Report on Questionnaires	Apr.1,1978										x				x					
F1.11 Inservice to Campus & Community	Once a year														x					
F2.0 INFORMATION - DISSEMINATION																				
F2.1 Quarterly District Newsletter	Quarterly			x			x			x			x	x						
F2.2 Publication on History														x						
F2.3 Slide Presentation on Program														x						
F2.4 Slide Presentation on Architectural Barriers														x						

EVALUATION TIMELINE
77 - 78 SCHOOL YEAR

TASKS	DATE OF COMPLETION	July	August	September	October	November	December	January	February	March	April	May	June	District Coordinator	Program Enabler	Evaluation Team	Instructors	Staff	Students	COMMENTS
F2.5 Brochures on College Program	July 1977	x													x					
F2.6 Newsletter for Their Campus	Quarterly			x			x			x			x		x					
F2.7 Contacts with Media	Continuous													x	x					
F3.0 COMMUNITY PARTICIPATION																				
F3.1 Advisory Committee	Continuous														x					
F4.0 COLLECTION OF DATA																				
F4.1 Establish Computerized Data Base	July 1977	x												x						
F4.2 Update of Data Base	One week prior to Census Week														x					
F4.3 List of Enrolled Students	Continuous														x					
F4.4 Report on Total No. of Students	One Month After the End of Each Semester														x					
F5.0 RECRUITMENT																				
F5.1 Mailing on Information	4th Week After School Begins														x					
F5.2 Publications to Community	Continuous														x					
F3.3 Periodic Visits to High Schools	Continuous														x					

EVALUATION TIMELINE
77 - 78 SCHOOL YEAR

TASKS	DATE OF COMPLETION	July	August	September	October	November	December	January	February	March	April	May	June	District Coordinator	Program Enabler	Evaluation Team	Instructors	Staff	Students	COMMENTS
F6.0 ADMINISTRATION & EVALUATION OF DISTRICTWIDE HANDICAP PROGRAM																				
F6.1 Liaison with Agencies	Continuous													X						
F6.2 Supervise Budget	Continuous													X						
F6.3 Maintain Audit Trails	Continuous													X						
F6.4 Information on Budgets	Monthly													X						
F6.5 Prepare Reports	Continuous													X						
F6.6 Applications for Funding	When Appropriate													X						
F6.7 Represent District Statewide	When Appropriate													X						
F6.8 Information on Legislation	Continuous													X						
F6.9 Assist in Compliance Requirements	Continuous													X						
F6.10 Recommendations on Needs of Handicapped	Continuous													X						
F6.11 Develop District Evaluation Plan	May 1977													X						
F6.12 Establish Evaluation Team	March 1978									X				X						
F6.13 Report on Program Development	May 1978											X		X						
F6.14 Recommend Revisions	May 1978											X		X						
F6.15 Affirmative Action Committee	Monthly													X						
F6.16 Organize Task Forces	When Appropriate													X						
F6.17 Contact Person on Legislation	When Appropriate													X						
F6.18 Evaluate Administration	April 1978										x				x					

BIBLIOGRAPHY

The three documents that are directly related to this plan are listed below in chronological order and with their ERIC abstract. A fourth paper, that is also related, is listed by title only since it has not yet been placed in the ERIC system.

Schmoeller, Victoria (now Victoria Richart) and Donald Kester. "This Model Management and Evaluation System of a Large $1.5 Million Program for Handicapped Students in All Nine Los Angeles Community Colleges Provides Both Cost-Benefit and Program Quality Information." Los Angeles Community College District (in ERIC ED 148 451 [1977]).

The document presents a three-level model management and evaluation system for the Los Angeles Community College District's programs for the handicapped, which meets local college, district, and state-level management and evaluation needs. Nine sections discussed: (1) the educational philosophy of the community college and the handicap programs; (2) the needs of the population in terms of physical, communication, and learning disabilities; (3) program goals in terms of facilities, special educational materials, educational and mobility assistance, transportation, and developmental services; (4) special programs at the nine colleges; (5) 1976-77 district-wide program budget; (6) 1977-78 district-wide program budget; (7) combined program areas, objectives, and cost benefit matrix; (8) evaluation procedures; and (9) selected objectives from program categories. Appended material includes a description of the three initial program evaluation services, formats of the evaluation and management plan and timeline, and a copy of a student intake form. Three bibliographies conclude the document, with the first listing 97 titles on educational program evaluation and audit, the second listing 36 titles regarding handicapped programs, and the third listing 20 titles on cost-benefit analyses. (LH)

Crummer, Karen, Yvonne Hatfield, Erika Rosemark, Michael Simone, LeAnna Watts, Victoria Richart, and Donald Kester. "Showing Off What We Do and How Well We Do It: Or How The Child Development Program at Nine Los Angeles Community Colleges Demonstrates Accountability." Los Angeles: Los Angeles Community College District (in ERIC ED 224 508 [1982]).

Based on on-site review team visits conducted during Spring 1982, this report evaluates the Educational Campus Child Development Centers (CCDC's) operating at nine of the ten campuses in the Los Angeles Community College District (LACCD). after introducing the evaluation project and its participants, the report outlines the educational philosophy of the LACCD and the history and philosophy of the CCDC's. Next, the report presents brief descriptions of campus centers. Following an explanation of the organization and terminology of the evaluation report, a chart is presented showing CCDC results by program objectives associated with the following goals: (1) to enhance access to higher education for student-parents; (2) to serve as a field training site for academic departments; (3) to function as an early childhood education program: (4) to maintain an exemplary community college campus-based child development center; (5) to offer a parent involvement program; and (6) to expand and enhance existing child development services. For each objective, the chart indicates person responsible, tasks involved, evaluation method, date of completion, colleges at which the objective was attained, and additional information. The next sections of the report provide evaluations for each of the campus CCDC's. Following an evaluation summary and conclusions, appendices provide a sample of forms and survey instruments used in the project. (AYC)

Kester, Donald L., Robert Garber, Michael Saluzzi, and Victoria Richart. "Possible Reasons for the Successes and Difficulties Involved in the Development and Attempted Implementation of a Counseling Evaluation Plan for Nine Colleges of the Los Angeles Community College District." Los Angeles County Office of Education, California (in ERIC ED 247 977 [1984]).

This evaluative report describes the development of an evaluation plan for counseling services in the Los Angeles Community College District (LACCD) and analyses implementation efforts. Part I provides an overview of plan development and summarizes the plan's strengths and weaknesses. Part II discusses the role of district leadership in developing the evaluation plan, focusing on the involvement of the LACCD chancellor and board, middle management personnel, the Measures of Effectiveness committee, and counseling chairs. After part III analyzes levels of counselor cooperation, part IV examines the major characteristics of the plan, reviewing its similarities to four finds of studies (objectives-based, accountability, management information system, and experimental research); and indicating that it is a questions-oriented evaluation plan. In part V, the evaluation plan is presented. Specific objectives are delineated for major goal categories (i.e., recruitment, entering students, continuing students, existing students, and other). For each objective, tasks to be performed and methods of measuring task accomplishment are specified, and space is provided for evaluating implementation success. Part VI examines reasons for the partial failure of the implementation of the plan as foreseen, focusing on organizational differences and resistance to change. Finally, part VII reviews the actual carry-over of the plan. Extensive appendices include relevant forms, campus evaluation, reports, a list of counseling functions, and a nine-page bibliography.(LAL)

Richart, Victoria and Donald Kester. "Why Has This Comprehensive Evaluation System Been So Successful For So Long (eight years)? Here is a Retrospective Attempt to Explain the Uncommon, Long Run Success of the Evaluation System for the One-to-Two-Million-Dollars-a-Year Handicap Program in the Nine Colleges of the Los Angeles Community College District (as begun in Fiscal Year 1977-78)."

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES

AUGUST 23, 1985